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ABSTRACT

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The thirty-seven activities presented in this manual on human relations skills encourage maximum participant involvement and small group experiences. These activities are designed to introduce a team of educators to human relations training. A summary of the history and research on human relations training, a discussion of facilitation skills, and a description of a human relations center are presented along with a number of strategies which can be utilized in developing a human relations unit. (The other seven staff development guides are available as ERIC documents CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, and CE 018 163.) (BM)

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FACILITATING INTERPERSONAL SKILLS DEVELOPMENT: A HUMAN RELATIONS TRAINING APPROACH

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Preface

This training manual is one part in a set of instructional materials developed to facilitate the efforts of Georgia educators in the planning and implementation of comprehensive career guidance programs. The manual is similar in format to other materials in the series. The materials are designed for use with small groups of counselors, teachers and career development specialists who are interested in improving their career guidance competencies. Each unit of training materials is based upon a particular aspect of a comprehensive career guidance system. Through this systematic approach the need for specific staff development program materials and activities can be determined and documented.

Related materials produced by the Georgia Career Guidance Project include audio cassette recordings, transparencies, a sound/slide series, a needs assessment instrument, charts, and various other support materials.

STAFF DEVELOPMENT WORKSHOP MATERIALS

CAREER GUIDANCE TEAMS

GRADES 7-12

The goals of any one area can be best understood in the context of the complete list of goals identified in the comprehensive needs assessment study. The focus of this training manual is on the development of staff competencies in the area of Human Relation Skills (note enciosed box).

INTERPERSONAL EFFECTIVENESS	HUMAN RELATIONS SKILLS	RELATING WITH SIGNIFICANT OTHERS	SELF VALIDATION
	Trust and Intimacy	Family Relationships	Confidence
	Expressive and Assertive Skills	Peer Relationships	Independence
	Affiliation and Acceptance	Teacher/Adults Relationships	Identity
WORK AND LIFE SKILLS	DAILY LIVING	EMPLOYABILITY	WORK AND LEISURE ENVIRONMENTS
	Consumer Skills	Employment Preparation Skills	Work Expectations and Responsibilities
	Civic and Community Responsibilities	Job-Seeking Skills	Recreation and Leisure Interests
	Home and Family Responsibilities	Occupational/ Educational Knowledge	Work World Structures
LIFE CAREER PLANNING	PLANNING SKILLS	EDUCATIONAL ENVIRONMENT	SELF UNDERSTANDING
	Decision-Making Skills	Study/Learning Skills	Self Appraisal Skills
	Values Clarification and Development	Participation/ Involvement Skills	Abilities and Competency Development
	Goal Setting Responsibilities	Basic Academic Skills	Personal Development Responsibility

STAFF DEVELOPMENT PACKAGE

This training manual on "Human Relations Training" was developed for use as support material for a staff which identified this process-outcome area as a priority need. The manual and accompanying materials were written to assist local career guidance teams in their efforts to improve the quality and quantity of their programs. A basic assumption underlying the development of these materials is that all of us benefit from periodic renewal.

The content of this manual is presented in both didactic and experiential modes to encourage maximum involvement of participants. Small group experiences are a part of the special attention given to the development of competencies for a team approach to implementation of career guidance programs.

The outline of the manual follows the basic learning model - from attitude development to knowledge acquisition or renewal, to technical and skill development and/or improvement, and then to develop of implementation strategies and plans.

INTRODUCTION TO THE LEADER

This workshop is designed to introduce a team of educators to Human Relations Training. Presented in an experiential form, the exercises will acquaint the participants with the small group process and procedures used to teach human relations. This will enable them to assess the function of a Systematic Human Relations Training program in the school and aid them in conceptualizing methods for instituting these processes.

Many people have contributed to the refinement and research behind these skills. Because the roots are based on Carl Rogers' philosophy, groups that are run in a non-judgmental atmosphere are most conducive to learning these skills. If the group is a safe place to try out new behaviors, the participants will risk more, responding with higher levels of facilitation and self-disclosure. Probably your greatest responsibility rests in your ability to model what you are teaching. Therefore, it will be necessary for you to respond as positive and non-judgmental toward the group members and the processes as possible.

Carkhuff (1969) has documented that the level of the "trainee" can only become as high as the level of the "trainer." The books on the resource list, especially Gazda, et al (1973) Human Relations Development: A Manual for Educators, will provide you with necessary background conceptualization and information.

Your energy level is also important, because it will be contagious. Facilitative responding and attentive behavior require a tremendous amount of physical energy and mental concentration. The success of each group and ultimately of the workshop will depend in part on the appropriate behaviors you model and the skills you display. Appropriate attentiveness and responding are therefore crucial to your role as leader. Yet, the training will proceed only as rapidly as the group will allow and the level of functioning of the group members will, in turn, determine how rapidly they will be willing to progress. Among professionals, resistance to the training often exists. This should be expected and accepted. Sometimes disruptive behavior occurs during the group, but in keeping with living the model of good human relations skills, you might attempt to model appropriate understanding and responses to any such disruption or resistance.

The best setting for the workshop is a quiet, comfortable, room just large enough to accommodate the group but isolated enough to provide privacy. Many of the exercises call for a circular arrangement of nine or ten members, others, for separate dyads or triads in different segments of the room. Lightweight, movable chairs are therefore preferable to desks which restrict non-verbal exercises, and to a center table which inhibits open, cohesion-building communication.

The exercises are designed to follow in sequence, but the division of workshop segments provides naturally for breaks.

The group may meet for two hours a week until the module is completed, or may set aside several days in succession. In either case, two hours is an optimum amount of time for individual segments. After two hours of concentration, exercises become tedious, participants fatigued, and coffee breaks necessary. In segments of less than two hours continuity and discussion are difficult to maintain. Although spacing of meetings over several weeks may be more convenient, you should be aware that some time will be needed to build group cohesion at each meeting. Varying and repeating some of the exercises will help. Pfeiffer and Jones (1969, 1970, 1971, 1973, 1974), listed with the resources, will offer additional exercises.

Leading groups can be a rewarding experience for leader and participant alike, but group success may at times depend on the preparation of the leader. Any group will progress more smoothly if the leader is familiar with the exercises and has all necessary materials readily available. Because of this we recommend that you read the entire module.

Amount of Leader Preparation = respect for the group

Carefully gather all of the required materials, familiarize yourself with the resource material, and plan your initial comments and time format before the workshop begins.

EXERCISE 1 WARM-UP

Purpose: This exercise is designed to familiarize workshop participants with each other and to provide practice in attending to other members of the group.

Activity: Ask the group to assemble seated in a circle then request that each person think of three adjectives which describe himself or herself. The first person begins by stating his/her name; the second person repeats the first name and then states his/her own name. The next person repeats the first two and adds his/her name. This procedure continues until all members have participated. The second time around the circle, the members add one adjective before the name. If the group is larger than ten, the addition of the second and third adjective on subsequent rounds will be difficult. For such a large group subsequent rounds should state only the second adjective then only the third without attempting to restate all three.

Leader: Use groups of nine or ten people. Some people encounter difficulty with this exercise and feel embarrassed if they forget a name. A non-judgmental atmosphere in the group is therefore important.

EXERCISE 2 WARM-UP

Purpose: This exercise will encourage group members to begin thinking about human relations.

Activity: Ask all members to think about the term "human relations" and formulate a definition of it. This exercise should not be written but should take the form of "brainstorming" in which participants verbally express their definitions in a group discussion.

Leader: As leader you may want to list these on a large sheet of paper or chalk board. This list will provide stimuli for further suggested definitions or differences of opinion. When the "brainstorming" seems to be waning, attempt to summarize the definitions and translate the summary into a working definition for this group.

EXERCISE 3 HELPFUL PERSON

Purpose: The purpose of this exercise is to define a helpful person.

Activity: When times are hectic or problems press for resolution, someone, usually a special person, exists who can help. Think of someone who you might approach for help.

Leader: As the group describes this "special person," list the descriptive terms on the board. Point out the similarities in everyone's choice of helper, and attempt to summarize helping characteristics. Retain list for next exercise.

EXERCISE 4 THE LISTENER

Purpose: This exercise explores the nature of listening, provides practice in listening, and helps group cohesion develop.

Activity: Suppose instead of being hassled, you are feeling great! Life couldn't be better, the day is gorgeous, your job rewarding and your family happy. Make a wish for something you've wanted for quite some time. You may or may not want to share it with the group.

Now suppose that your wish has just come true. Think of the person you would want to tell. Discuss why you picked this person. Does he or she have any of the characteristics of the "helpful" person? What are the similarities and the differences?

Leader: Give the group some time to think of a wish. Let members share it with the group if they so choose.

As they describe this "listener" write the descriptive words on the board. Your summary of these introductory exercises might include the following comments.

Probably your descriptions of the helpful person and the listener may include terms such as empathy, respect, and warmth. Empathy means "feeling with" someone, or "walking in their shoes." Respect implies a "belief in" the person and a positive regard for h's or her position. Warmth is the ability to communicate caring and attentiveness. To be a more helpful person, one might practice better listening and learn to demonstrate that he or she understands and cares. For some people this seems to be natural. For others it is more difficult to be a facilitator. These skills can be learned, however, and the exercises which follow will help build skills to demonstrate empathy, respect and warmth.

Once the introductory exercises have been completed you may wish to hand out the first few pages of narrative in the participant's manual.

I. INTRODUCTION TO THE PARTICIPANT

Human relations training focuses primarily on the development of skills in personal and interpersonal relationships. Such skills include expertise in listening to and communicating with others; but because listening requires attending as well as processing, and communicating involves both understanding and responding, the acquisition of such skills is not as simple as it may seem. If we accept that human beings and their behaviors are a product of what is learned from the environment, we must also accept the responsibility for improving the quality of this environment by improving the quality of interpersonal relationships within it. Regardless of how we view such learned behaviors, we must acknowledge that the way in which other people respond to us largely determines how we feel about ourselves. Human relations training then focuses on enhancing interpersonal relationships and thereby strengthening self-concepts. In short, it is intended to facilitate effective living with one another and with ourselves.

The focus of Human Relations Training

Developing as a response to tensions and turmoil in the sixties, human relations training reflects the ever-increasing need for more facilitative communication among all individuals, especially family and school personnel as they are most closely associated with the child. Blocher (1973) asserts that the modern family, having given up the role of vocational trainer, now contributes to a child's emotional growth through human

relations training. Yet, a 1974 J. C. Penney Forum states that family patterns, such as eating habits, are shifting in such a way that the average person eats only one meal at home a day. Families are spending less and less time together while youth are constantly confronted with a rapidly changing environment which demands more awareness, more attention, and ultimately more skill in communication. Many researchers maintain that in recent years the lives of our children have been significantly altered by scientific, cultural, social, and knowledge revolutions.

In response to such changes and the decrease in familial interactions, other studies have explored the role of the school in the rapidly changing world. A recent poll conducted with Atlanta community leaders, educators, and students attempted to define and rank goals for education. Communication skills were ranked first priority overall, while four of the top ten goals emphasized the need for skill in interpersonal relationships. A recent Carnegie Commission Survey found that 80% of the students questioned expressed a desire for more emphasis on emotional, not just intellectual, growth. How these emotional needs may be met or these interpersonal skills taught was one area examined by a year-long study of pupil personnel services in California Public Schools. The California task force concluded such services should be an important part of the educational program for all students at all grade levels; and that present pupil personnel services are inadequate to meet

Expressed Needs

the three basic student needs assessed. These three needs include help in relating to others, in understanding one's self, and in planning for the future. The students in this study indicated most important was their need for recognition and acceptance as worthwhile individuals who belong.

The role of teachers and counselors in meeting this need and a second one, establishing meaningful relationships with others, is critical. Adler contends that the aim of all education is social adjustment and the function of all schools, the understanding and resolution of the child's problems. Gazda (1973) in a text devoted specifically to human relations training carries this even further when he maintains that all students deserve the facilitation of total development through the competence and understanding of educators. Too often such concerns with personal development are considered the domain of the counseling office rather than an area improvable only through knowledge, skill, and commitment in all educators. In a 1974 review, Hansen suggests that we need to recognize the inadequacies of the traditional counseling one-to-one delivery system, but more important, we need to redistribute the role of counseling to all educators. Guidance then becomes the domain of teachers and counselors alike who must focus on the person as well as the knowledge in a school situation.

Shared Responsibility

Beyond the schools and families exists a society characterized by Toffler (1970) as incredibly diverse,

temporary, transient, depersonalized, over-stimulating, and often alienating. Interpersonal relationships in such a world shift and change as the people involved become more mobile and transient. What is lost in such a world, the significance and uniqueness of an individual, may not be automatically or easily regained in a society constantly changing its demands on that individual. The interdependence of technology, communication, and human psychology is unavailable in a world where complexities and new knowledge interweave disciplines. The interdependence of people confronting such complexity requires more knowledge, awareness, and skill. This module is designed to aid you in the acquisition of the skills needed to facilitate, model, and teach more meaningful interpersonal interactions in human relations. In gradual steps this model defines, then allows and encourages your participation in the components of human relations:

Attending to another person

Listening to what that person has to say

Perceiving the content and feeling in a statement

Responding to that person and statement

Personalizing the emotions of another

Initiating constructive resolutions.

EXERCISE 5 DIFFICULT STUDENT

Purpose: This exercise is designed to focus participant attention on student behavior and needs.

Activity: Think of a "difficult" student in your school, someone with whom you have had contact in counseling or the classroom and someone who seems to annoy you, frustrate you, or anger you.

Describe one or more specific behaviors which bother you. If the individual annoys you in his/her appearance or attitude, these as well as behaviors might be mentioned.

Any student, behavior problem or otherwise, may benefit from Human Relations programs. The recent literature indicates that many school systems have introduced such training for students. In West Virginia, a federal project, PALS, has integrated Human Relations Training with Career Awareness. Each semester fifteen tenth graders are selected to participate in activities which provide occupational information and Human Relations Training. The high school students have then taken on the responsibility of working with third, sixth, and eighth graders to increase career awareness utilizing these skills. The elementary school teachers have been delighted with the high school "helpers," and the student-helpers have taken their jobs quite seriously while enjoying the experience. In White Plains, N. Y., another project, directed by a Human Relations Specialist who has organized workshops on leadership, values clarification, and Systematic Human Relations Training has reported better understanding among students participating in these retreats. Other reports, like a 1974 Boston study, (Mackie, 1974) note that on the Edwards' Scale, Human Relations Training leads to greater gains in friendship among the participants than noted in other programs. This same study indicates that Human Relations might be effectively used with low achievers. According to a study (Glen, 1974) conducted at a Florida middle school, teachers also notice the difference, rating those students who have had the training higher than those in the control group.

Students helping Students

EXERCISE 5

The major task confronting the participants in this activity is one of identifying "specific" behaviors. You may need to coach them a little in their deliberations. After giving the participants sufficient time to jot down a few thoughts, you might generate a full group discussion.

Perhaps you are thinking that, though the socialization of the students and the atmosphere of the school are important, the primary function of the school is academic. Aspy and Haddoch (1967) found that academic growth was affected by the level of empathy, warmth, and genuineness demonstrated by the teacher. Another study by Aspy (1972) reports that first-grade students tested before and after their teachers had Human Relations Training displayed an average increase of nine I.Q. points on the Stanford-Binet Intelligence Test. In addition, the inferred self-concepts of the students were positively related to the improved interpersonal functioning of the teachers. Additional history and research relating Human Relations Training to education may be found in the Gazda (1973a,b) references.

Teachers' Human Relations Skills Effect Students' Academic Achievement

EXERCISE 6 AFFECTIVE WORDS LIST

Purpose: This exercise introduces the participants to words that communicate feeling.

Activity: A good helper is aware of his or her own feelings and is able to label them accurately. In order to demonstrate empathy for another, however, a person must understand how this other person feels and be able to respond appropriately to those feelings. To be precise and descriptive a person needs to have a sufficient affective vocabulary.

EXERCISE 6

Divide the group into triads and allow three minutes for each triad to compile a list of "feeling words." When the total group reassembles, have the triads discuss and compare their lists. If it seems appropriate, you might want to develop a composite list on the board. A comprehensive list of affective terms is available as an appendix in the earlier cited Human Relations Text by Gazda, et.al. (1973).

When these introductory exercises have been completed, the leader should briefly summarize the possible use of such group exercises in an educational and classroom environment and then quickly review the components of Human Relations Training to be explored:

Attending to another person

Listening to what that person has to say

Perceiving the content and feeling in a statement

Responding to that person and statement

Personalizing the emotions of another

Initiating constructive resolutions.

II. HUMAN RELATIONS SKILLS DEVELOPMENT

A. ATTENDING

Attending refers to non-verbal appearance and behavior, including posture, eye contact, clothing, physical fitness, energy level, facial expressions, physical appearance, and tone of voice. To physically attend, each individual in an interaction must become aware of the effect his/her non-verbal behavior will have on the other individual. To psychologically attend, each individual must become aware of and understand the meaning of one another's non-verbal behavior, including energy level, facial expressions, posture, eye contact, physical gestures, tone, pitch and loudness of voice, and general physical appearance. The effective person is skillful in physical as well as psychological attending. Good physical attending skills make psychological attending easier. Appropriate physical attending is important because it communicates that an individual is paying attention to and showing respect for another individual; is ready and willing to enter a helping relationship; and is prepared to listen actively. Psychological attending is essential as an important source of information. Many non-verbal communication experts think that more can be learned from one's non-verbal message than from his/her verbal message. When one's verbal and non-verbal messages are in conflict, observers generally accept the non-verbal message as the most valid communication. In other cases non-verbal behavior confirms, punctuates, and emphasizes the verbal message.

Physical and Psychological Aspects

The attending exercises which follow are not designed to make you an expert on non-verbal behavior, but to help you become more aware of the physical and psychological aspects of attending behavior. Such attending is important as a pre-requisite to listening, perceiving, and responding. The following exercises are designed to aid individuals in focusing on attending behaviors and to help individuals to define the psychological meaning of non-verbal communications.

1. PHYSICAL ATTENDING

EXERCISE 7

Purpose: To recognize good physical attending behavior.

Activity: The leader will distribute to each small group cards which illustrate good and poor physical attending. Group members will be given time to view and evaluate the physical attending displayed on each card. After all group members have had time to assess all cards, the group leader will conduct a discussion to reveal differences in group members' opinions.

EXERCISE 7 Write good or poor by each number

1.
2.
3.
4.
5.
6.
7.
8.

EXERCISE 7

Appropriate physical attending appearance should be defined and discussed prior to handing out the cards (available in Supplement 1). This usually includes eye contact, square shoulders, upper torso leaning slightly forward, arms and legs relaxed and open, feet flat on the floor, and a high energy level exhibited. The pictures on the cards do not contain adequately drawn "eyes," so you may want to caution the participants to avoid judging on the basis of the "eyes."

In the small groups, each member should evaluate a card and then pass it on to the next person so that each member will get a chance to evaluate each card.

The follow-up discussion should focus on reasons for judgment of good or bad. In this case the answer is not as important as the reasons given to justify the answer. No consensus is necessary.

Suggested ratings are:

1. Good
2. Poor
3. Good
4. Poor
5. Good
6. Poor
7. Good
8. Poor

EXERCISE 8

Purpose: To learn how to maintain helpful physical attending behavior.

Activity: Group members should form dyads and conduct casual conversations sitting facing each other. Member A will try to maintain the helping position with shoulders squared off, appropriate eye contact, feet flat on the floor, upper torso leaning slightly forward, arms and legs relaxed and open, and a high energy level exhibited. Member B will practice poor physical attending behavior. Regroup and discuss how each attending behavior made you feel.

EXERCISE 8

Initial response to this activity may involve participant hesitation. Ask them to discuss a topic which had sufficient personal meaning to encourage their involvement in a dialogue.

2. PSYCHOLOGICAL ATTENDING

EXERCISE 9

Purpose: To learn the general meanings of several non-verbal behaviors.

Activity: Cards with pictures of various physical poses will be distributed to each small group member. Each member will discuss the non-verbal behavior exhibited on his/her card. The group should then discuss their students' non-verbal behaviors and speculate about psychological meanings of these non-verbal behaviors. Because certain non-verbal behaviors may not mean the same thing to two people, the difficulty in interpreting non-verbal communication should be stressed. Accuracy of interpretation may be improved by considering several non-verbal behaviors in conjunction with verbal behavior.

Meanings are not universal

EXERCISE 9: Write key words which describe common meanings of each non-verbal behavior.

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	

EXERCISE 9

Pass all of the cards around to each group member and ask each person to note on the answer sheet an affective or psychological term which characterizes the pose pictured. The leader should collect and review these briefly to see if further explanation or discussion is required.

SUGGESTED RESPONSES

1. Expectation
2. Locked ankles and hands - holding back strong feeling.
3. Open gesture - sincerity
4. Self-protective - arms lower
5. Clenched fist - defensive, defiant
6. Touching the nose - doubt
7. Bored - move on
8. Steepling - confident
9. Questioning, puzzling
10. Boredom - vacant look - tuned out
11. Suppressed lips - astonishment
12. Hand covering the mouth - hiding conversation - doubtful, uncertain
13. Hand over eyes - can't see what you're explaining.

EXERCISE 9

1. EXPECTATION

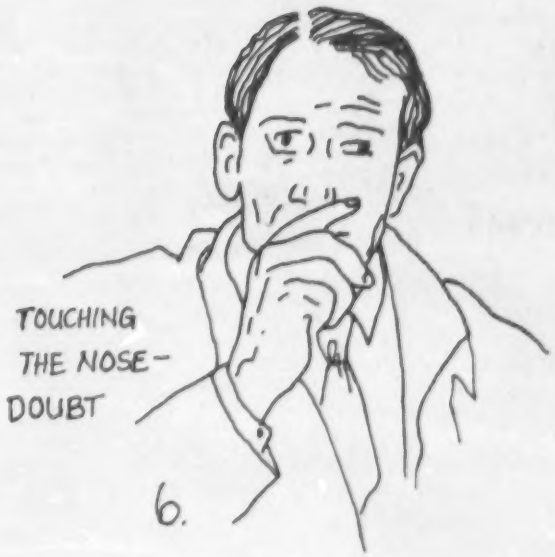
2. LOCKED ANKLES AND HANDS - HOLDING BACK STRONG FEELING

3. OPEN GESTURE - SINCERITY

4. SELF-PROTECTIVE - ARMS LOWER

EXERCISE 9

5. CLENCHED FIST- DEFENSIVE, DEFIANT



TOUCHING THE NOSE- DOUBT

6.

7. BORED - MOVE ON

8. STEEPLING- CONFIDENT

EXERCISE 9

9.

QUESTIONING, PUZZLING

10.

BOREDOM -
VACANT LOOK, TUNED OUT

11.

SUPPRESSED LIPS -
ASTONISHMENT

12.

HAND COVERING THE MOUTH -
HIDING CONVERSATION,
DOUBTFUL, UNCERTAIN

EXERCISE 9

EXERCISE 10

Purpose: To gain experience in psychological attending.

Activity: Cards with feeling words will be distributed by the leader. Each person should be asked to act out or pantomime the emotion described on his or her card. Others will try to guess the emotion being displayed. After each person gets an opportunity to pantomime, discuss non-verbal behaviors which communicate similar feelings of students in your school.

It is often difficult for one person to "act" in front of others even a small group of people. To give support, you may wish to divide the group in half and let one half act their choice while the other half discusses the body language demonstrated.

EXERCISE 10

Each member should write a statement evaluating one of the pantomimes. The format of the statement should include reference to the non-verbal behavior and the feeling perceived. For example, "Jack dropped his head and let his face sag; this made me think he felt sad." When group members have completed this writing assignment, the leader should read them quickly in order to ascertain if explanation or clarification of appropriate non-verbal behavior interpretations is necessary.

An alternative strategy is to ask the group to identify the primary behavior which caused them to label the feeling depicted. A follow-up discussion could focus on the relationship of non-verbal behaviors and verbal behaviors. See Supplement 3 for cards.

B. LISTENING

Although an individual may hear simply because he or she is passively within the range of a sound, to listen requires active attending from an individual. Obviously, listening is important to helping but is often difficult if the listener is emotionally upset, disinterested in what is being said, or overly interested in formulating or rehearsing a response. The latter usually occurs when an individual has made a judgment without listening. Such a judgment precludes the intake of new information. The following exercises in listening training are designed to teach more appropriate listening behavior.

Thinking ahead limits experiencing of present

Skills:

A. *Attending*
   1. *Physical*
   2. *Psychological*

(B.) *Listening*

EXERCISE 11

Purpose: To gain practice in listening.

Activity: Trainees should form dyads. Member A of each pair will speak for one minute about a personal experience while member B listens. Then member B repeats as accurately as possible the exact words member A used. After member A gives feedback, the roles are reversed and the process repeated.

EXERCISE 11

For a closing exercise you may want to prepare and play a one-minute tape of a verbal statement. After the tape has been played, ask each member to write the statement verbatim, and then replay so that they may check their own levels of accuracy. The content of the taped remarks can be on any subject.

EXERCISE 11 - Alternative 1

Directions for the original exercise 11 should be followed with one variation: before the members of the dyad repeat one another's personal experience, the listener should let ten seconds elapse before repeating what the speaker stated.

EXERCISE 11 - Alternative 2

The group members should form a circle. One individual in that circle should verbally state a short personal experience. After such a statement the group member to the speaker's left will respond verbally to the speaker's statement then turn to his or her left and verbally state a short personal experience. The exercise continues until all group members have participated, first by responding to the speaker on their right then stating a personal experience, and finally by being responded to by the listener on their left.

C. PERCEIVING

The first step in communicating helpfully is to identify another individual's feelings, a process termed perceiving. Perceiving refers to the process whereby one comes to understand the meaning of the overt and covert verbal behavior and non-verbal behavior of another person. Attending and listening are prerequisites to perceiving because one must attend to and listen to the other person before one can define the other person's communication. Perceiving can be viewed as a process of evaluating and choosing among several possible messages. To accurately perceive a verbal message one should understand or discern the emotional content of the message. The content itself usually communicates why persons feel as they do. For example, a student who has just failed an exam, may say, "I just failed a test and Mom is going to be mad." The verbal content, failing the exam, is associated with the individual's emotional response, fear. The following exercise will require you to perceive feelings and content but will emphasize the perception of feeling because most individuals need practice in this area.

Skills:

A. *Attending*

B. *Listening*

(C.) *Perceiving*

1. PERCEIVING FEELINGS ACCURATELY

EXERCISE 12

Objective: To learn how to accurately perceive the feelings communicated in verbal statements.

Each participant should read the following stimulus statements, then write down a number of adjectives or phrases describing how the speaker feels. Situation 1 is offered as an example.

1. 7th-grade girl to teacher, outside class;

   "Everyone makes fun of me--well, at least they make fun of my clothes. My family can't afford to buy what those snots wear. They don't have to like me, but I wish they'd stop making fun of me."

   How does this person feel? She feels angry, resentful, mad maybe embarrassed.

2. 9th-grade boy in counselor's office talking with counselor:

   "My feelings for a certain girl are so strong that I would just like to be with her all the time."

   How does this person feel?_____

3. 8th-grade girl talking with teacher:

   "I hate school because I don't like the bossy big-headed teachers. If I could help it, no one would go to school if they didn't want to go; everyone would make their own decision."

   How does this person feel?_____

4. 9th-grade boy talking to homeroom teacher:

"Math to me is very dull; it doesn't interest me very much. The teacher is boring, too. He doesn't respond to young people. He doesn't make this subject interesting."

How does this person feel?_____

_____

5. 10th-grade girl to teacher during second semester:

"I've been working like crazy all year to get good grades in your class, but it's useless. I don't have a chance with you.

How does this person feel?_____

_____

EXERCISE 12

You might want to ask participants to share selected descriptors.

2. SURFACE AND UNDERLYING FEELINGS

Some of the feelings an individual expresses are evident in the words chosen and the way they are spoken. Because such feelings are relatively obvious, they are labeled surface feelings. Other feelings must be inferred from an individual's statements. For example, in exercise 13, Situation 1 on the following page; the teacher's anger or surface feelings is more evident than feelings of guilt or shame which might also be inferred. We infer that the teacher may be ashamed for an unreasonable display of anger, or that the same teacher may feel guilt for hurting the children's feeling. Underlying feelings may also be detected in the construction and emphasis of a conversation. A listener who attends to these variables may be "reading between the lines," to determine inferred, interpreted, or underlying feelings. These feelings are often abstruse and vague than surface feelings and may not relate directly to the content of the situation being discussed.

When a listener responds to a speaker, particular verbal attention should be devoted to surface feelings, but underlying feelings should also be considered. We may still form tentative ideas about the speaker and the nature of the speaker's situation based on these expressed underlying feelings, but such ideas should be considered carefully because they are often so indirect and obscure.

EXERCISE 13 THE IDENTIFICATION OF SURFACE AND UNDERLYING FEELINGS

Purpose: To practice distinguishing between surface and underlying feelings.

Each participant should read the following situations and then supply adjectives and adverbs that describe the surface and underlying feelings in that situation. Situation 1 is offered as an example.

1. Teacher to teacher: "I'm so mad at myself! I was upset and tired and I blew up at my class for no reason. I know some of them felt hurt."

Surface feelings	Underlying feelings
upset, mad, angry, tired	guilty, ashamed

2. Student teacher to another student teacher: "Today I was helping Blaine read a story. It was about a little bear that had parents that loved him. Blaine then reported to me that his parents hated him, but he was glad because he hated his parents, too. I could tell by his reactions that he was very sensitive about this so I changed the subject. There must be a way to help him, but I was so overwhelmed with his sudden remark, I just didn't know what to say."

Surface feelings	Underlying feelings

3. 10th-grade girl to teacher: "I hate to go home after school. If I'm not fighting with my parents, they're fighting with each other. It's always so uncomfortable at home."

Surface feelings	Underlying feelings

4. Student to teacher: "I realize I'm flunking your course, but I just want you to know that I'm actually trying very hard. It seems like the harder I try, the lower my grades get. What should I do?"

Surface feelings | Underlying feelings

---

5. 11th-grader to teacher: "A lot of times I think about how nice it would be not to have to go to school. And then, if I quit, I wonder how long I would be happy."

Surface feelings | Underlying feelings

EXERCISE 13

Ask participants to share with the group some of the words they used to describe surface and underlying feelings communicated in the situations.

3. DEFENSE MECHANISMS

Perceiving surface and underlying feelings is important because many of these feelings reflect our defense mechanisms, our individual attempts to protect our self-image and control our own anxiety levels.

Most of us probably suffer to some degree from feelings of inadequacy, guilt, or fears of punishment that can cripple our effectiveness. Such feelings are sometimes disguised through our defense mechanisms which redirect these feelings into more socially appropriate responses. To mask such feelings, an individual might identify with someone else, rationalize his/her behavior, compensate by changing his/her values, project one's own motives on someone else, or adopt an attitude opposite to one previously held. "Defense mechanisms are not acquired deliberately. For the most part, they are unconscious and unverbalized. Defensive behavior develops through blind learning and does not involve conscious choice" (Shaffer & Shoben, 1952). "The mechanisms offer useful descriptions of typical adjustments and valuable insights into the ways in which drives are reduced." The reduction of drives (usually anxiety or tension) is the primary goal of any defense.

When defense mechanisms are used appropriately, they usually allay anxiety and promote a feeling of well-being. If these mechanisms fail to work, a person who is living effectively is capable of using other methods to achieve the same end. However, attempts to adjust or relieve tension through defense mechanisms are often nonintegrative because one drive is overemphasized at the expense of others and uneveness of satisfaction results. Also, if the defense mechanisms employed are exaggerated, they may be harmful to other people and ultimately to the individual. "A defensive person is so intensely engaged in proving his adequacy that he does not attend to the satisfaction of broader motives of self-realization. Another shortcoming of defensive behavior is that it limits social interaction. With the exception of identification, all defense mechanisms increase the social distance between a person and his fellow men" (Shaffer & Shoben, 1952).

Understanding personal defenses

Although the mechanisms are generally defined as though they represent clear and distinct forms of behavior, they are not usually found in pure form. Often they overlap, or several may be involved in a given behavior. We now turn attention to the basic defense mechanisms.

IDENTIFICATION

Identification involves anxiety reduction through ascribing to one's self the accomplishments and other valued

characteristics of another person, group, or object. Identification typically occurs early in life between a child and the parent of the same sex. Individuals also identify with groups such as neighbors, professional organizations, teams, or schools, and objects such as cars or homes. Identification is the result of trial-and-error learning, but for most people it is a constructive and integrative adjustment.

Some examples of identification are:

1. "I get furious when I hear students talk about other teachers the way they do. They are not the way they describe them at all."

2. "I admire Miss Jones, our fourth-grade teacher. We have many things in common."

3. "You should have seen my son outrun the whole team as he scored the winning touchdown!"

RATIONALIZATION

Rationalization is a defense mechanism in which a person gives socially acceptable reasons for behaviors that were motivated by socially unacceptable impulses. There are several types of rationalization. Blaming the incidental cause, sour grapes, and sweet lemon are common mechanisms.

Examples of each of these in the order cited above are:

1. "I won't ever make an 'A' in this course, because Miss Jones doesn't like me."

2. "I'm glad that Jim has found himself a new girl; he's kind of square anyway."

3. "I wouldn't want to be as slim as Mary Jane. My plump figure suits my personality just fine!"

COMPENSATION

A person who compensates reduces tension by accepting and developing a less preferred but more attainable objective for a more preferred but less attainable objective. Compensatory behavior also is often characterized by extreme preoccupation. The adjustment occurs because the substitute goal may be an adequate substitute for the preferred objective and because success in the achievement of the substitute goal diverts attention from other personal shortcomings.

Some examples of compensation are:

1. "I would rather spend all my evenings working on my lesson plan than anything else I can think of."
2. "I try to be first in everything I do."
3. A teacher describes a situation where a child is compensating for his low ability: "Billy has flunked two grades, and he is just bullying everyone in my fifth grade."

PROJECTION

Projection involves attributing one's own motives and characteristics to others, especially when these motives are a source of great anxiety.

Some examples of projection are:

1. "The only things girls in our sorority are interested in are men."
2. "Everybody will cheat on an exam if given the chance."
3. "I'm disgusted with the money-grabbing, non-professional attitude of every teacher in my school!"

REACTION FORMATION

Reaction formation is the adoption of an exaggerated attitude that is opposite from one that produces tension and anxiety. In effect, this reduces tension by concealing one's true motives from oneself and others.

Some examples of reaction formation are:

1. "I have never had to punish any of my students!"
2. "I love everyone - black and white - alike!"
3. "I am horrified by the immorality in all our movies today!"

These defense mechanisms have been described to assist the workshop participant in perceiving and labeling responses that are unconsciously motivated to reduce anxiety. By recognizing these defensive behaviors, the participant may more effectively

time his/her responses to produce the least defensiveness and the greatest impact for positive change. (Since the teacher and typical educator do not deal with the more disturbed personality, more extreme defenses such as acute withdrawal or dissociation, repression, and regression were omitted from our discussion.)

4. PERCEIVING CONTENT ACCURATELY

EXERCISE 14

Purpose: To learn how to perceive accurately, the underlying emotions in the content of a statement.

Activity: Using the five situations listed in Exercise 12 each participant should specify in writing the particular type of defense mechanism that might be operative in each of the situations.

EXERCISE 14

Each participant will exchange his/her exercise 12 with another participant who will review the answers provided. If any differences of opinion are revealed, the leader will attempt to resolve the variance by clarifying types of defense mechanisms. Discussion should continue between leader and group until the appropriate defense mechanisms have been identified.

D. RESPONDING

Responding is the process of formulating a helpful response that communicates understanding and acceptance. The capacity to facilitate insight, growth, and movement toward psychological health is greatly enhanced when an individual is able to communicate and understand effectively in interactions with others. In the helping process a person who feels understood and accepted is free to move in a positive direction, make changes, become different, grow, and self-actualize.

1. NATURAL RESPONDING

To facilitate better understanding and appreciation of effective communication, an individual needs to become aware of his/her present listening and responding skills.

Skills:

A. Attending

B. Listening

C. Perceiving

(D.) Responding

EXERCISE 15 (30 seconds will be allowed for each written or oral response)

Purpose: To become more aware of your present (natural) way of responding.

Activity: The leader will read several stimulus statements which may represent typical, everyday problems or encounters. You will be asked to respond orally or in writing exactly as you would in an actual situation, as if the person with the problem were talking to you. Remember, try to respond as naturally and quickly as possible.

EXERCISE 15

Follow the reading-responding parts of this exercise by asking each participant to write a statement describing one strength and one weakness in his/her way of responding. Those who wish, may discuss their statements and receive feedback from the group.

Setting One

You are a teacher with seven years experience. One afternoon one of the first-year teachers, who seems to be having a morale problem, says to you:

Stimulus Statement

"I wish I knew what I was doing wrong. It's already November and I still feel like I'm not getting the hang of it. You know, like making dumb mistakes. I get so nervous when I think I'm not doing a good job. I think the kids are picking up on it too, which certainly doesn't help matters any."

Setting Two

You are a history teacher and have just started a section on Black History. One of your students, who is black, comments to you after class:

Stimulus Statement

"You might as well not even cover Black History in here. Everytime you mentioned a famous black person today, those white dudes in the back started making jokes and jiving around. When I heard them call Martin Luther Kind a Super Fly, you almost had yourself a fight in the classroom."

Setting Three

You are a school principal and one of your teachers walks into your office unannounced, looking very angry, and says:

Stimulus Statement

"This is it! In all my years of teaching I've never had a child I couldn't handle. I've always been able to find a way, but this kid, Tommy Foster, has got me so I can't eat or sleep. Even my husband says I haven't been myself in over a month. Somebody is going to get out of that classroom, either him, or me!"

Setting Four

One of your students comes to you after school and says to you in a friendly sort of way:

Stimulus Statement

"I don't understand why you need to give us so much homework all the time. You think the only way we can learn this stuff is by spending two hours a night on homework. I have other subjects, too, you know. And besides, it doesn't give me much time to do anything else."

2. INEFFECTIVE COMMUNICATION STYLES

During the course of our lifetime, we find ourselves functioning in many different roles--the role of parent, teacher, husband and wife are just a few. Roles are usually acquired. Most teachers and counselors agree that the more a person is able to function out of role, the more effective he/she becomes in personal interactions. All professionals have assumed acquired roles: The minister is a minister, the teacher a teacher, the counselor a counselor, until personal interactions require an individual to remove himself/herself from the professional role and relate to the other person in an understanding, helpful interaction.

There are other roles which we very often unconsciously assume that significantly inhibit the climate for effective communication. These roles, or faulty communication patterns, increase the psychological distance between individuals. The key point to remember is that all forms of ineffective communication carry with them the risk of blocking further communication and/or hurting the relationship. Although the intent of such nontherapeutic professional distancing may be benign, the effect is often harmful.

EXERCISE 16

Purpose: To recognize ineffective styles of communication.

Activity: Each participant should examine the ten roles and interactions which are depicted here in cartoon form and then supply the response such an individual might make to someone seeking help or advice.

PREACHER

In using this approach an individual invokes moral authority and frequently shames another individual into feelings of guilt for what is morally labeled inappropriate behavior.

NAMECALLER

This verbal approach makes a person feel unworthy, bad, and unloved, because he/she is so labeled by the responder.

CONSOLER

In using this type of response one individual tries to make another feel better by talking him/her out of feelings. Such consoling or sympathizing often precludes further communication.

CONMAN

In using this approach an individual attempts to direct another's feelings away from the real concern to some side issue, often by using flattery.

INTERPRETER

Using this approach an individual analyzes and diagnoses why another is behaving in a particular way. Usually, on very limited information, such an individual assumes that he/she can understand the motives and precipitating causes of the problem.

TEACHER

This approach tries to influence an individual with facts, logical arguments, information, or personal opinions.

COMEDIAN

Individuals using this technique think that if they can be funny or divert another's attention through humor that the problem will be partially solved. Such a comic response may ignore the problem totally.

The interrogator

INTERROGATOR

This type of response indicates that an individual is more interested in satisfying his/her own curiosity than in helping another solve a problem.

The bully

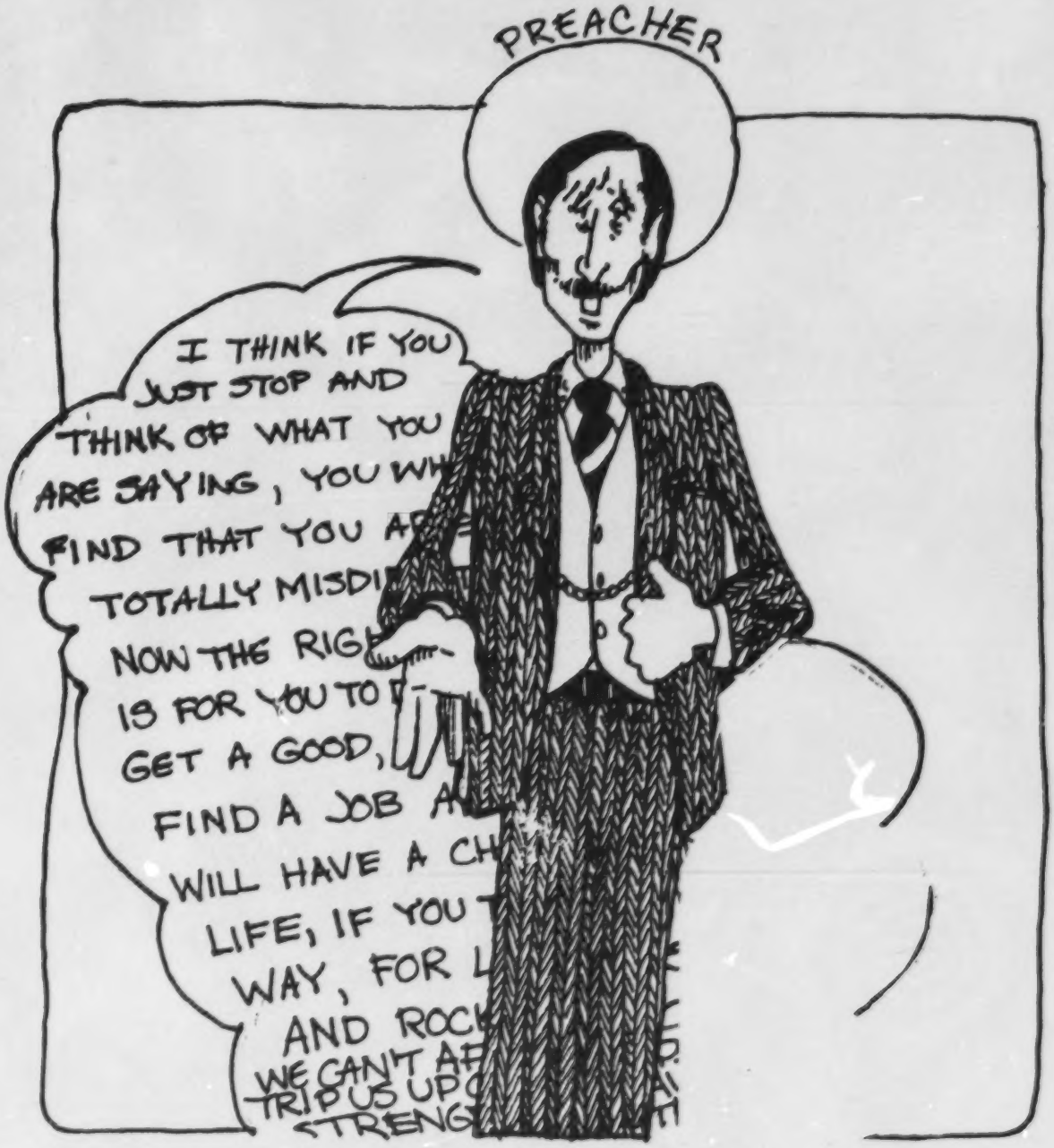
BULLY

This type of response communicates that the receiver is expected to comply with the responder's expectations or demands.

. — the advisor — .

ADVISOR

This type of response often makes the person feel that he/she doesn't have the ability to work out his/her own problem because the responder has already supplied the solution.



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This verbal approach makes a person feel unworthy, bad, and unloved, because he/she is so labeled by the responder.

CONSOLER

In using this type of response one individual tries to make another feel better by talking him/her out of feelings. Such consoling or sympathizing often precludes further communication.

Now, a beautiful, CHARMING, OBVIOUSLY INTELLIGENT LADY LIKE YOURSELF WOULDN'T KEEP A BUSY MAN LIKE ME WAITING, WOULD YA GORGEOUS?
OH, BROTHER!
RECEPTION
—the conman—

CONMAN

In using this approach an individual attempts to direct another's feelings away from the real concern to some side issue, often by using flattery.

INTERPRETER

Using this approach an individual analyzes and diagnoses why another is behaving in a particular way. Usually, on very limited information, such an individual assumes that he/she can understand the motives and precipitating causes of the problem.

THE TEACHER

TEACHER

This approach tries to influence an individual with facts, logical arguments, information, or personal opinions.

COMEDIAN

Individuals using this technique think that if they can be funny or divert another's attention through humor that the problem will be partially solved. Such a comic response may ignore the problem totally.

The interrogator

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This type of response indicates that an individual is more interested in satisfying his/her own curiosity than in helping another solve a problem.

1 The bully

BULLY

This type of response communicates that the receiver is expected to comply with the responder's expectations or demands.

— the advisor —

ADVISOR

This type of response often makes the person feel that he/she doesn't have the ability to work out his/her own problem because the responder has already supplied the solution.

EXERCISE 16

Participants should read and discuss the alternative responses for each cartoon, particularly noting the possible ill effects of each type of response.

Cartoons with the original responses of the artist are included in the leader's guide only. You might want to use them as examples of responses which might be made by each type of person. This may be of particular value if participants seem to be having difficulty creating original responses.

EXERCISE 17

Purpose: To classify responses according to their communication style.

Activity: If the leader chose written rather than oral responses as the means of participation in Exercise 15, each individual should now review these responses and categorize them according to the ten types exemplified in Exercise 16. Participants might want to read aloud each response and its classifications while others provide feedback. After completing this task, a discussion of personal experiences involving ineffective communication styles might be helpful. Participants may want to note when such stereotypic styles are useful, or how they feel when confronted with one of these styles.

EXERCISE 17

Individuals will read aloud each response and its classification, then receive feedback from others. Discussion will continue until each response is adequately labeled.

An alternative approach to this exercise is needed if the natural responding activity (ies) involved oral responses only. You may want to ask the participants to formulate responses to the situations in Exercise 15 according to two or three of the cartoon-depicted styles of ineffective communication.

EXERCISE 18

Purpose: To experience the effects of poor communication styles.

Activity: Individuals in dyads will role play a situation using and demonstrating several of the roles. One participant should role play a person with a problem or concern while another should take one of the ten roles noted in Exercise 16. Each participant should allow enough time to listen and grasp the content of the problem and then respond with examples of ineffective communication styles.

EXERCISE 18

Participants will reassemble in a group and discuss how they felt when communication was blocked. Discussion will allow each participant to verbalize the feelings he/she had.

POSSIBLE TOPICS OF DISCUSSION - Effects of the Ten Ineffective Communication Styles.

1. All roles carry some risk of stopping communication, and may even hurt the relationship between individuals.

2. Ineffective communication styles suggest a need or desire to control or change another person. This type of response communicates, "It is difficult for me to accept you because of the way you are."

3. Some of these ineffective communication styles demonstrate a lack of respect by not allowing an individual to solve his/her own problem. An example of this type of response might communicate, "You can't handle it, I'll show you what to do."

4. Many of these ineffective communication styles carry the risk of causing an individual to employ defense mechanisms or other patterns of resistance.

5. All of the ineffective communication styles piggyback underlying communication. Examples are:

   "I'm not sure if you can be trusted."
   "The feelings you have are not real."
   "It's hard for me to be serious with you."
   "I don't think you are perceiving things very clearly."

6. All of the ineffective communication styles may possibly stop further interaction between individuals.

3. FACILITATION AND OTHER EFFECTIVE WAYS OF RESPONDING

The objective of this exercise is to help you learn more effective ways of listening and responding to other people. These skills emphasize acceptance and understanding between people as they aid one another in solving a problem. Essentially, an individual with these skills reflects a person sensitive to basic human needs and aware of others' rights to respect and understanding.

Participants will practice each of these skills as they are presented by forming dyads, composed of a listener who attends without interruptions and a speaker who verbally states a problem. Research has shown that even if the listener's attention seems superficial at first, as the interaction progresses, it appears to become increasingly more genuine. Remember, if you are listening to the content and the feeling, as well as attending to the non-verbal behaviors of the speaker, you will receive added stimulus material for deeper and further exploration of the problem.

1. Open-Ended Questions

A listener should ask questions which promote the opportunity for speakers to express themselves freely. Such an interaction encourages a relationship with limited structure and does not impose external demands on either participant. The opposite of an open-ended

question, a closed question with a limited answer required, may be responded to with few words and little thought or feeling. The following example may help clarify the difference between the two ways of responding.

a. OPEN	How do you feel about your mother?
	What would you like to say right now?
	Would you tell me a little bit about these feelings you have?
	Could you explain this desire?
b. CLOSED	Do you like your mother?
	Are you happy right now?
	Will you say this to anyone else?

Open Questioning Techniques Facilitate Exploration

The use of open-ended questions provides an opportunity to focus on another person's concerns rather than on the questioner's need to gather information. In response to closed questions, people do not divulge more than the bare minimum of information required; do not really respond to the listener as a person; and do not express themselves in a way to facilitate further explanation. The following examples should demonstrate the varied use of open-ended questions.

a. <u>Initiating Conversation</u>:

Where would you like to begin today?
What has happened since the last time that we talked?

b. Elaboration:

Could you explain that more completely?
How could you handle that?

c. Eliciting Specific Examples of Behavior:

Will you give me an example of what you mean?
How do you react when you get "angry?"

d. Focusing on Feelings:

How do you feel now?
What are your feelings when you do this?

EXERCISE 19

Purpose: To demonstrate examples of open-ended questions.

Activity: The group should divide into dyads and move to different sections of the room for privacy. One dyad member will role play a problem (real, or made-up) and the other will respond with open-ended questions.

EXERCISE 19

Allow five minutes for this exercise, then have dyad members switch roles. Following the exercise, re-group and ask for comments and reactions. Point out that closed questions can be answered with yes or no responses which do not facilitate further exploration but do lead to a stimulus/ response type interview in which an individual simply waits for and quickly answers questions. Such an interview does not facilitate open communication. Reassembled in the group, dyad members may discuss how they felt when given open-ended questions.

2. Brief Facilitative Comments

"Brief Facilitative Comments" reflects a listener who can provide short comments which encourage a speaker to continue talking; and a listener who can briefly but directly integrate what is said. Simple "um-hmm's" repetitions of one or two words just spoken, or one-word questions, such as "Then?" are often sufficient. The development and use of this skill does not imply that it is a perfect response in all interactions or interviews; but the skill may be used effectively in situations that do not require more verbal and more direct feedback and elicitation of further comments. Specific examples of "minimal encouragement to talk" responses are: one word questions such as "Oh?", "So?", "Then?", "And?"; the repetition of one or more key words; and non-directive feedback like "Tell me more," "Give me an example", and "umm-hmm". The opposite of "brief facilitative comments? may be exemplified by wordiness, personal references, and, generally, lengthy statements which detract from the speaker's stated concerns.

Vocal tone and intensity are important variables

EXERCISE 20

Objective: To demonstrate examples of "Brief Facilitative Comments."

Choosing one participant to complete a dyad, the leader will demonstrate "minimal encouragement to talk" responses. The participant should role play a person with a problem, and the leader, a minimally encouraging listener.

EXERCISE 20

In explaining responses, the leader should note that even a nod of the head or sustained eye contact will indicate that a listener is attending to a speaker. The importance of natural responses should also be stressed.

The entire group should discuss how "Brief Facilitative Comments" might be used in daily school situations.

3. Reflection of Feelings

A simple reflection of feelings has been proven to carry the least amount of risk, yet produce the most facilitative results. Many people, however, are unfamiliar with this way of responding.

The major emphasis in the reflection of feelings is to listen, understand and respond affectively to another person. In other words, an individual listens not only for the content of a speaker's message, but also for the feeling. Reflecting feelings is potent. Reflecting what someone else has said lets that person know that you, the listener, are attending to the words and the feelings those words convey. You will acquire this skill when you not only listen to words, but to the way in which the speaker says them. In essence, when the listener reflects feelings, he/she communicates, "I am with you" and "I understand what you are experiencing."

Content and Feeling

The following example should be helpful in demonstrating appropriate reflection of feelings.

Stimulus Statement

"I am afraid that my father may find out about my bad grades."

Responses

a. What were your grades?

b. Do you think that you can do better?

c. What will your father say?

d. You feel scared about what your father will say because of your bad grades.

e. You are happy that your father has not found out about your bad grades yet.

The response which more appropriately reflects the feelings of the speaker is (d). In reflecting feelings one should remember the following points: (1) The emphasis is upon how the speaker is feeling rather than upon what he/she is saying; (2) The timing and delivery of the comment is important; (3) Reflection of feelings implies the listener's understanding of what the speaker experiences and feels.

4. Reflection of Content

A reflection of content simply defined is a paraphrase of the speaker's preceding statement(s), but some demonstration of the listeners' feelings must be included in this paraphrase. Content and feeling are not mutually exclusive, but must both be understood, even when one is emphasized above the other. The following example indicates appropriate reflection of content.

Stimulus Statement

"I would like to get involved in more activities. Time is passing by and there seems to be so much that I want to do."

Responses

a. Why don't you get another job?

b. Tell me what some of these activities are.

c. You want to do more than you are presently doing.

d. You like the activities that you are involved in.

The more appropriate response is (c), which demonstrates reflection of content.

EXERCISE 21

Purpose: To provide participants with practice in formulating reflection of feeling responses.

Activity: Each participant should review the following five statements, then formulate one reflection of feeling response and one reflection of content response for each. These responses may be written, then reviewed and discussed by the leader or they may be expressed orally in a group discussion.

1. "I am afraid that I am failing two courses."
2. "English class has really been interesting but I don't think I will bother to go today because I have not finished my paper assignment."
3. "Maybe I should quit school. None of the teachers like me anyway."
4. "If he doesn't ask me for a date, I think I will die."
5. "If she acts so cold this weekend, I may explode."

EXERCISE 21

Whether this exercise is completed in writing or in a group discussion, the leader should review the responses and clarify or discuss the difference in reflections of feeling and content until all participants appear to understand.

4. RESPONDING WITH EMPATHY

Empathy is often misunderstood and confused with other related words. Although empathy means understanding, it requires that one individual perceive and understand a situation from another person's perspective. In other words, one individual listener must see a situation through the eyes of the speaker in order to empathize with that speaker. The old adage "put yourself in my shoes" is a good one to remember in your attempts to be empathetic. Empathy leads to understanding which forms the basis of helping someone else. Mayeroff (1971) describes empathy this way:

> To care for another person, I must be able to understand him and his world as if I were inside it. I must be able to see, as it were, with his eyes what his world is like to him and how he sees himself. Instead of merely looking at him in a detached way from outside, as if he were a specimen, I must be able to be with him in his world, "going" into his world in order to sense from "inside" what life is like for him, what he is striving to be, and what he requires to grow (pp. 41-42).

ACCURATE EMPATHY

Mayeroff's description of empathy can be rephrased as a working definition:

> A person is accurately empathetic if he/she can (1) discriminate: get inside the other person, look at the world through the perspective or frame of reference of the other person, and get a feeling for what the other's world is like; and (2) communicate to the other this understanding in a way that shows the other that the helper has picked up both feelings and the behavior and experiences underlying these feelings (Egan, 1975).

This training on "interchangeable" empathy facilitates

exploration of feeling, development of rapport in an interaction, and the addition of trust and openness in a verbal relationship.

THE INTERCHANGEABLE RESPONSE

On the interchangeable level, an individual's responses reflect the feeling and content communicated by another. The goal is to let the person know that you understand exactly what he/she has expressed. You should not, however, attempt to communicate any hidden or underlying messages.

THE INTERCHANGEABLE 'FORMULA' RESPONSE

Empathic helping is no easy task, especially, in the beginning when there is much to learn and understand. To help you in the early stages of training, it is much easier to use the formula response, "You feel _____ because _____." Using the formula will help you construct interchangable responses by filling in the appropriate feeling word, or phrase, and the appropriate content.

Let's look at some examples that demonstrate interchangeable responses, as well as, the "You feel _____ because _____" formula.

1) "Why am I the only one who didn't get an 'A' on the report? It always seems to work out that way. I don't think it's fair."

   Formula Response: "You feel angry and mistreated because I didn't give you an 'A,' too."

2) "It's not easy when people are laughing behind my back. You don't know what it feels like."

   Formula Response: "You feel hurt because people are laughing at you behind your back."

3) "The other kids in the class always get your attention. You never seem to notice me."

Formula Response: "You feel sort of left out because I don't give you as much attention as you see the other students getting."

4) "Mom just told me this morning and I still can't believe it. Jim asked Mom to marry him last night. He's a great guy, just the kind of person anyone would be proud to have for a father."

Formula Response: "You feel on top of the world because your mom is remarrying, and your father-to-be is just what you want in a dad."

Exercise 22 will give you practice in writing interchangeable responses using the formula, "You feel _____ because _____." In completing the exercise, try to imagine yourself, as vividly as possible, actually listening to and talking to someone. If the formula approach sounds mechanical or unnatural, bear in mind that it is only a technique to help you get started. Exercise 23 asks you to translate these stylized formulas into more natural language--your language.

EXERCISE 22

Purpose: To familiarize participants with formula responses.

Situation 1 is offered as an example.

1. 12th-grade boy - "Government class would be okay if we didn't do the same thing every day. The lectures are good, but thats all we ever seem to do."

Formula: "You feel bored and frustrated because class could be more interesting if I did more than just lecture to make it more interesting for you."

For each of the following situations complete the formula response and provide a more natural response.

2. 10th-grade boy - "I would like to go on to college when I finish high school. I know that's what I want to do. But, some of those courses I need like chemistry, and physics, and algebra II; I just don't know how I'm going to get through all that."

Formula: You feel_____

because_____

_____

3. 9th-grade girl - "I know I'm supposed to dress out in gym clothes, but I don't care, I'm not going to do it. Those creepy girls just want to make fun of me when we have to take showers."

Formula: You feel_____

because_____

_____

4. 11th-grade girl - "This school gets more like a prison every day. First, you tell us we can't go braless. Now, you say we can't wear hip-hugger pants. Wow, all we want is to be comfortable. What's the big deal, anyway?"

Formula: You feel_____

because_____

_____

5. 8th-grade boy - "I tried to, just like you asked me Mrs. Chambers, to get my father to the PTA meeting last night. But I guess I over did it. After the third time at asking him he sent me to my room and said something like, PTA is just a lot of crap."

Formula: You feel_____

because_____

_____

6. 7th-grade girl - "Somebody keeps writing 'fat-so' on my wall locker, this is the second time this week. Why don't they just leave me alone."

Formula: You feel_____

because_____

_____

EXERCISE 22

Expect some expressions of frustration about making formula responses. For many participants the activity will seem "phony." The purpose is to encourage participants to focus on the elements of facilitative responding. Using key words, as in this exercise, is merely a technique which, when mastered, can be discarded or personalized.

Accuracy is essential in empathic understanding and facilitative responding. Thus, you may wish to consider as a group some possible responses to the "situations" once participants have had a chance to write their responses.

EXERCISE 23

Purpose: To familiarize participants with translating formula responses into natural responses.

Activity: First, review each of the formula responses you developed for the situations depicted in Exercise 22. Now write a more natural response for each of the formula responses.

A sample for Situation 1 is included below:

Situation 1

Natural: "It's boring and frustrating for you to have to sit in class day in and day out when I could do something more than just lecture to make it more interesting for you."

Situation 2

Natural: _____

_____

Situation 3

Natural: _____

_____

Situation 4

Natural: _____

_____

Situation 5

Natural: _____

_____

Situation 6

Natural: _____

_____

EXERCISE 23

You might want to focus the follow-up discussion on the merits of naturalizing responses. Practicing formula responses enriches the eventual nature responding style. You might check with the general group to make sure the earlier cartoon-depicted ineffective styles have not returned.

E. PERSONALIZING

Empathic or reflective responses encourage an individual to explore and clarify, but if used too much or too long the speaker may talk too much about other people or talk in circles and never consider what he or she can do to change the situation. The personalizing response encourages the speaker to discuss the personal meaning of the subject and to indicate what he or she is doing to influence the situation.

Skills:
A. *Attending*
B. *Listening*
C. *Perceiving*
D. *Responding*
(E.) *Personalizing*

The basic formula for a personalizing response is; "You feel_____ because you_____." This type of response facilitates the speaker's comments about himself or herself. Let's consider the following situation:

I'M MAD AT MY PARENTS. THEY SAY I'M TOO YOUNG, AND THEY NEVER LISTEN TO ME!
YOU FEEL IRRITATED AND DISAPPOINTED BECAUSE YOU CAN'T GET YOUR PARENTS TO LET YOU DO MANY THINGS YOU WOULD LIKE TO DO.

The above cartoon illustrates a personalizing response, which may be followed by the student saying: "Right, it seems that I always ask at the wrong time."

The next type of response personalizes the deficit behavior of the speaker. The formula for this response is "You feel _____ because you can't _____ due to _____." Using the preceding problem statement, the helper would say "You feel irritated because you can't get your parents to let you do many things you want to do because of your poor timing." The speaker may say "Yes, if I could learn to ask to do only those things that are reasonable, and could wait until my parents are in a good mood, I may do better."

Personalize the deficit behavior

The next response should personalize the goal which is a possible situation to the problem statement. The formula is "You feel _____ because you can't _____ due to _____ and you would like to _____." The listener would then include the goal which would go something like "and you would like to ask for fewer things at more opportune times." If the speaker answered in the affirmative, the initiating goal response would be encouraged. We should emphasize that listeners are not supposed to follow the formula rigidly in practical situations. Formulas are used to guarantee that all necessary communications are included and to aid in the initial development of verbal skills. In actual practice one may never use the phrase "You feel." As long as individuals respond to one another's feelings, they will be helpful.

Personalize the goal

Formulas useful in practice

EXERCISE 24

Purpose: To organize responses so that they include mention of:

a. the feeling
b. the personalized problem statement
c. the deficit behavior
d. the goal

Activity: Each participant should use the full personalizing formula to respond in writing or in a group discussion to statements. The first one has been completed as an example.

1. 10th-grade boy - "I would like to go on to college when I finish high school. I know that's what I want to do. But, some of those courses I need, like chemistry, and physics, and algebra II, I just don't know how I'm going to get through all that."

Personalized response: You are concerned and confused about plans for college because you are not sure you can make it through the prerequisites due to math/science weaknesses, but you do want to get prepared and make it.

2. 9th-grade girl - "I know I'm supposed to dress out in gym clothes but I don't care, I'm not going to do it. Those creepy girls just want to make fun of me when we have to take showers."

3. 11th-grade girl - "This school gets more like a prison every day. First, you tell us we can't go braless. Now, you say we can't wear hip-hugger pants. Wow, all we want is to be comfortable. What's the big deal, anyway?"

4. 8th-grade boy - "I tried just like you asked us Mrs. Chambers, to get my father to the PTA meeting last night. But I guess I over did it. After the third time at asking him he sent me to my room and said something like, PTA is just alot of crap."

5. 7th-grade girl - "Somebody keeps writing 'fat-so' on my wall locker, this is the second time this week. Why don't they just leave me alone."

EXERCISE 24

Structure the follow-up discussion in such a way that the experience is positive for the participants. Skill development may still be in the early stages, and if so, group members need encouragement.

F. INITIATING

Once an individual has personalized a goal, he/she needs to decide what strength commitment and what specific steps are necessary to achieve that goal. An initiating comment from a responder forces an individual to decide whether pursuit of the goal will be attempted. If the individual decides to attempt goal achievement, the responder encourages him/her to define the steps and behaviors necessary for goal attainment. Initiating responses place emphasis on behaviors and in some cases involve behavior modification strategies. Other intervention strategies and directive approaches are also appropriate at this time. Personalizing responses allow a person to state his/her goal any way desired because they emphasize that person's feeling. Initiating responses, however, encourage the person to describe his/her goal in terms of behaviors which are observable, measurable, and achievable. Initiating leads directly toward problem solving.

The basic formula for initiating is: "Your goal is _____ (goal) and you are trying to decide whether to commit yourself to its fulfillment." If the person states that he/she is committed to it, the next formula response would be: "You are committed to your goal and you are looking for the first step to take." When using the basic initiating responses, the responder may anticipate what the person's initial step should be, but the responder should first elicit the person's ideas for a first

Skills:

A. Attending

B. Listening

C. Perceiving

D. Responding

E. Personalizing

(F.) Initiating

Action Strategies

Problem Solving

step. Then, if the speaker asks the responder for advice about the first or later steps, the responder may assume that he/she has earned the right to make suggestions.

At this point, workshop participants may begin to make comments like "this has all been interesting, but what does it have to do with me and my work?" Such comments will provide a natural lead into the next section of the training manual. You may want to review the content and activities outlined in the implementation section for the participants.

III. IMPLEMENTATION STRATEGIES

This section of the module is devoted to practical exercises which will help you implement human relations experiences in your particular school. One of the most effective uses of your newly acquired human relations skills may be found in your facilitative behavior exhibited whenever and wherever possible. This may seem obvious, but it has clear advantages in that (a) with use, your skills won't deteriorate but will stay sharp, (b) your skills will become less like techniques and more a natural and comfortable addition to your response repetoire, (c) your day-to-day contacts with people will become more meaningful, making you feel better and positively influencing those with whom you come in contact. Modeling is an extremely potent facet of teaching and educating, (Gazda, et. al., 1973), so the more you model effective interpersonal functioning, the more you will positively influence the behavior of others, especially your students. Modeling is important not only in psychology and/or Human Relations classes, but also in math, chemistry, and English, in the halls, after school, in extracurricular activities, in sports--anywhere you come into contact with other people. Your behavior, as an excellent example of the usefulness and effectiveness of human relations training, may aid in convincing the school's administration to institute your proposed human relations programs.

Modeling is our most important process

If long-term plans or extensive and possibly expensive programs or centers seem impossible in your school at this time,

a human relations program need not be discarded as impractical. The exercises in this section are designed to aid you in determining how minimal changes may help achieve maximum results in a human relations project.

A. ON CALL/RESPONSIVE SERVICES
HUMAN RELATIONS CENTER

A physical location, such as a room, a part of the library, space in the counseling and/or placement area, a part of the career resourses center will help establish human relations as a physical and permanent fact, will be a central location containing human relations information, will be a readily identifiable contact spot for people interested in or curious about human relations training, and will provide a quiet and friendly atmosphere for students to drop in and chat about their personal concerns. It can function as both an information center and a drop-in peer counseling and peer advising center.

The Human Relations Center might provide the following:

a. a selection of human relations resourses such as books, magazines, films, audio and video tapes, film strips, etc., which are available in the school.

b. an up-to-date bibliography of the human relations resourses available through the local libraries such as the public libraries, church libraries, et cetera.

c. announcments of scheduled human relations events available through both the school and the local community.

d. a place where students with human relations experience can visit with other interested students to talk about human relations training: What is it? What will happen to me? Why do it?", et cetera.

e. a place where trained students can act as peer counselors and peer advisors for other students.

f. a list of students and faculty who are contact people for anyone interested in or curious about human relations training.

The location of the center is of extreme importance. It

needs to be accessible, reasonably quiet, and comfortable. If the center is not both accessible and comfortable, students will not use it. If it is not quiet, students will not be encouraged to discuss personal concerns. On the other hand, it will loose its purpose and function if it becomes a lounge for smoking, or recreational use.

Some areas which will provide good locations for the Center are (a) an area in the counseling suite and/or placement center, (b) a private section of the library in which students are encouraged to talk, (c) a quiet area of a lounge, (d) an infrequently used classroom, (e) any accessible and congenial area that will provide a permanent home for the Center. It is necessary and invaluable to involve students in the choosing of the location of the Center as well as in all steps in the planning, implementing, and co-ordinating of the Center. This helps ensure that the Center will satisfy student needs.

The Center does not need to be furnished in any particular manner. It needs to be comfortable, congenial and functional. Comfortable and congenial means it needs to "feel good" :

(a.) Indirect lighting or lamps are much more desirable than florescent and/or overhead lighting.

(b.) A carpeted area not only adds warmth and softens voice tones, but also allows students to sit on the floor in a relaxed and comfortable manner(This can solve the furniture problem. A carpeted area with a few pillows is a very relaxed and comfortable atmosphere for students).

(c.) Posters, pictures, wall hangings, etc., brighten and warm an area particularly if it is painted in institutional drab.

(d.) An AM-FM radio adds to the atmosphere but it needs to be carefully controlled so that it does not turn the

area into a discotheque.

The Human Relations Center will need (a) Bookshelves to allow students to browse through the human relations books, magazines, etc.; (b) a bulletin board for announcements of planned human relations events in both the school and the community and the list of contact people, both faculty and students, with their home phone numbers and home room numbers; (c) a locked storage area in which to keep any equipment such as tape recorders films, film strips, etc.; (d) a cassette tape recorder to allow students to listen to the Center's audio tapes; (e) library styled check-out equipment; (f) binders which contain bibliographies of the human relations resourses of other libraries and institutions, an index of the resourses available at the center, descriptions and definitions of human relations training experiences or interesting zeroxed articles; (g) and a desk to facilitate the utilization of the Center's Resources.

A check-out system is essential. If the Center is located in an area of the library, perhaps the library staff will agree to handle this task. Otherwise, the library staff might help design a system for the use of the Center.

The hours of business for the Center need to be determined by the availability of space, the availability of students to work in the area, and the traffic patterns of the student consumers. The hours need to be regular and clearly posted both on the inside and outside of the Center and in at least two other high traffic areas of the school.

The Center needs to be staffed at all times so that it is

seen as a "people place", and so there is always someone there to encourage proper use of the facilities, to answer questions about the Center and/or human relations training, or to respond to a student with a personal concern.

The Center might best be staffed by volunteer, trained students. Volunteers are important because of budget considerations and because they are usually more enthusiastic and committed; trained students are preferable because training, similar to the type contained in this module, provides an excellent interpersonal skills base to assist a student in effectively attending, listening, and responding to the concerns of another student; and students as staff are desirable because they have a rapport with each other that is unique. Part of the student volunteer training should be conducted by the school counselors so that the student volunteers can make referrals and feel confident in asking for assistance if the need arises.

A faculty advisor is needed to work closely with the student volunteers to help them coordinate the Center's operations. The advisor needs to develop good rapport with students, needs to exemplify enthusiasm about human relations training, and needs to have participated in a workshop on human relations skills. The advisor is invaluable in keeping enthusiasm and creativity of the student volunteers at a high level, as well as in resolving administrative problems for the Center.

A Human Relations Committee and, in its absence, the career guidance team, will be responsible to the administration for the activities of the Center. All policy decisions

regarding the Center need to be passed through the Human Relations Committee. The Center's advisor and staff will be responsible to the committee for all matters concerning the Center.

EXERCISE 25

Purpose: To help participants identify facilities that might serve as a Human Relations Center in their building.

Activity: In a group discussion compile a list of factors to be considered in the choice of a room or area for a Human Relations Center.

EXERCISE 25

If participants experience difficulty with this, you might suggest factors to start the brainstorming. These might include:

Physical Requirements:	Tasks to be performed
	Time required for use
	Space needed
	Room availability
	Resourses for minor changes - flexibility of physical arrangements
	Privacy/Physical arrangements
	Teacher schedules

EXERCISE 26

Purpose: To identify the uses of such a Human Relations Center.

Activity: One of the more important functions of the Center may be to serve as a central place for interaction or intervention during a crisis. The workshop leader will mention several such situations. Participants should divide into smaller groups, each group taking a crisis situation and defining where, when, how, and by whom it could be handled, focusing on the possibilities of a Human Relations Center. After small groups discuss these crisis situations and define possible solutions, they should present some of these to the group as a whole. Role-playing might be utilized by small group members to present their crisis resolution to the large group.

EXERCISE 26

Crisis situations to be the target of each small group might be taken from examples noted in earlier discussions. Or, you might ask the participants in one small group to suggest their own crisis situations and then have another small group determine a resolution. If you prefer, crisis situations from earlier exercises may be used. You might prime the discussion with some of the following:

Teacher-student conflict

Test anxiety

School violence

Student depression

Social conflict

Sexual problems

Parent-child conflict

Community involvement problems

EXERCISE 27

Purpose: To define other uses of a Human Relations Center.

Activity: A second function of the Human Relations Center might be as the location for positive, developmental activities. The participants should work in dyads or triads or triads to formulate a written plan which includes:

1. Types of activities (i.e. peer counseling)
2. How the center might be adapted for activities
3. How it might be used as a resource center
4. What activity or activities could be used with students to encourage their use of the area as an activity or resource area
5. A lesson plan for one or more class hours which introduces the student to the center as activity or resource center. This plan should include an outline of your comments as well as an exercise to introduce students to human relations
6. Personnel who might staff such a center

EXERCISE 27

When dyads or triads have completed this, have them exchange written notes or plans, evaluate these plans and provide feedback, and then return the plans to the original dyad or triad. You may want to circulate and provide direction during this evaluation period.

EXERCISE 28

Purpose: To introduce workshop participants to practical adaptation suggestions which might be utilized in the absence of a Human Relations Center facility.

Activity: Draw your office or classroom. Make a list of changes you might easily or inexpensively make in your physical surroundings to make it more pleasant, comfortable, warm or personal. Draw the same office or classroom, this time, including your proposed changes. Could this new room become a Human Relations Center?

EXERCISE 28

When participants have completed this exercise, they should be encouraged to describe their ideas for modifications of existing facilities. Group discussion of these ideas might focus on changes possible with minimal (or non-existent) funds and changes possible in classrooms with heavy usage or offices designated for other purposes.

B. CURRICULUM BASED CONTENT AND STRATEGIES

The human relations training experience you have just completed as part of this module will make an excellent basis for a course, mini-course, or workshop in human relations. It is suitable for both adolescent and adult populations. It can be used as is, revised, or augmented with other relevant materials such as can be found in Human Relations Development: A Manual for Educators by Gazda, et. al. (1973). An Instructor's Manual is available for this text. The following exercises will give you the opportunity to adapt some of the material in this module for your own use as a unit in a workshop or classroom.

EXERCISE 29

Purpose: To help participants integrate activities experienced in this workshop with their own instructional setting.

Activity: Select one activity in which you have participated during this workshop. Adapt this exercise for use in your classroom or school or as a unit in an in-service training session. Be sure to revise instructions and task to best suit your population.

EXERCISE 29

This could be an exercise for each individual participant. To ensure maximum personal involvement, we recommend not more than two persons to work together. Participants should, in group discussion, compare several of these adapted exercises which should then provide you with a transition into the next exercise.

EXERCISE 30

Purpose: To inspire participants to create an original exercise for a human relations unit or program.

Activity: Design a classroom or workshop exercise of your own to be used in a human relations unit or program. Be sure to provide a stated purpose, clear instructions, a defined task, and some form of follow-up (group discussions, leader comments, etc.) to relate the exercise to your content.

EXERCISE 30

Participants will benefit from demonstrating these using the group as participants. If workshop interest is evident, several participants might want to duplicate and distribute copies of these original exercises for later use. Your discussion might focus on the components of an effective exercise (stated purpose, clear instructions, defined task, and follow-up) and which of the original exercises fill these requirements best. Additional discussion might focus on how to make an exercise interesting and enjoyable.

EXERCISE 31

Purpose: To allow participants to determine the content area they would cover in a human relations unit.

Activity: Compile a list of content areas you would cover in a human relations unit. Your list might be patterned after the content areas covered in this workshop, but you will probably want to add to or delete areas we have covered.

EXERCISE 31

When participants have completed the initial involvement stage of this activity, they might want to group into dyads, compare their lists and complete the activity. In the follow-up discussion you may want to suggest some content areas which they may not have included, such as:

Assertive Training

Peer Counseling

Dating and Human Relations

Sex Roles and Human Relations

Listening

Communication

Teacher-Student Interaction Facilitation

EXERCISE 32

Purpose: To allow participants to formulate how they might relate their individual curriculum area (including guidance) to the content areas outlined in Exercise 30 and Exercise 31.

Activity: Describe in writing how you will combine your curriculum area with the exercises and content areas you have developed in the three preceding exercises. In other words, school counselors may want to note how they will design student groups or programs to facilitate human relations; English teachers might specify how and when they would intergrate a unit on human relations perception with character development in a novel; or physical education teachers may devote attention to the relationship of human relations, energy level, and physical fitness in their courses.

EXERCISE 32

When each individual has completed this exercise, divide the group into two or three smaller groups who should then discuss the alternatives their individuals have designed. One person from each group should then present one or more of the group ideas to all reassembled participants. Again, if group interest is evident, one or more selected participants may want to duplicate and distribute particularly innovative or helpful ideas. Your comments should focus on summarizing the four exercises in this unit and their easy adaptation in the school classroom, counseling center, or in-service training workshop.

Early experience in using this package with pilot groups of counselors and teachers heightened our awareness of the special importance of this series of experiences. How can I use this in my class? This was fun, but what does it have to do with my work? Such questions seem to typify reactions to the earlier sections of the training package, thus, amplifying the importance of these planning exercises. The task is to help participants generate their own ideas and plans for future involvement and utilization of human relations concepts and strategies.

C. INDIVIDUAL DEVELOPMENT
TEACHER/STUDENT - "BUDDY" SYSTEM

A teacher/student "buddy" system is an excellent way of providing a warm and personal method of helping each student grow and mature while in school. The purposes of the "buddy" system are: (a) to provide each student with a faculty friend-advisor, (b) to ensure some students do not get "lost" in the school by virtue of their not having an advisor, (c) to ensure each student the opportunity of developing a close relationship with a faculty member, (d) to provide both students and teachers with a mechanism by which they can mutually work towards the development of each student's personal, social, academic, and career needs and aspirations; (e) to provide each student with a faculty member to whom they can turn in time of academic and/or emotional needs, and (f) to provide the faculty with a system in which they can quickly discover student needs and/or problems and quickly get the student the help needed.

An individual development system could be organized through the following steps:

1. Assign each student a faculty advisor.
2. Each faculty member accepts the responsibility of contacting his/her advisees or "buddies" at least once a month.
3. Each faculty member is encouraged to work with advisees in a relaxed, comfortable, and congenial manner. This will allow for greater growth of the relationship.
4. The faculty-student meetings can be either individual

or group. Individual meetings can be held over lunch, in a lounge, in a classroom, et cetera. It is important that there be some degree of privacy. Group meetings with five to ten advisees and their advisor can be very helpful. They have the added advantage of building student relationships. These group meetings can be held under similar conditions as the individual meetings or at the faculty member's home. It must be remembered that some student concerns will be inappropriate for group meetings and so a combination of individual and group meetings is the preferred mode.

5. Each faculty member is strongly encouraged to keep in touch with his/her advisee's academic, social-emotional, and career development progress by keeping in contact with the students, teachers, counselors, placement officers, coaches, extracurricular advisors, et cetera.

6. Each faculty member is encouraged to help advisees develop academic, social-emotional, and career objectives and methods for accomplishing these objectives.

7. Each faculty member is encouraged to foster a warm, deep, friendly, trusting relationship with each of his/her advisees. The human relations skills outlined earlier in this module are invaluable in helping to develop a strong relationship. You may want to offer this module to the faculty in preparation for or as on adjunct to the "buddy" system.

8. If at the end of the year students wish to change advisors, they should be encouraged to do so without reprisals. There are many reasons for students wishing to change advisors, but the change needs to be negotiated with the proposed new advisor. Also, it is important that each faculty member have an equal number of advisees and consequently changes need to be made with consideration of each faculty member's advisee load.

This opportunity for students and faculty to develop deeper relationships than they perhaps normally would is a unique and very rewarding experience for all concerned.

The "buddy" system has the added advantage of providing for a student-faculty relationship that has contact on a monthly basis over at least a four-year period.

A comprehensive coverage of this topic is available in the Self-Understanding Package of this series. If you are interested in implementing such an individual development system in your school, you may wish to schedule future in-service programs in this area.

The following exercise is included here to demonstrate a method for attending to the specific human relating needs of children in classrooms. More specifically, the purpose is to provide you with an opportunity to discover the special merits of facilitative responding in daily classroom interaction.

EXERCISE 33 BEHAVIOR DATA COLLECTION FORM

Purpose: To provide participants an opportunity to systematically work with one student.

Activity:

I. Identify one of the students in one of your classes or in your school whom you consider to be the worst behavior problem in all of your classes. _____

_____

II. Describe your feelings about this student. Use affective adjectives. Indicate how you feel when you see or think about this student. _____

_____

_____

III. Describe this student briefly._____

_____

_____

_____

IV. Describe the behaviors which you would like to eliminate. Be s[illegible]fic.

1.

2.

3.

4.

V. Describe plans to incorporate Human Relations to improve your relationship with the student, and consequently the problem behavior._____

_____

_____

EXERCISE 33

The Data Collection Form is an extension of Exercise 5, in which participants identified "difficult student" characteristics. It is used here to demonstrate the value of working with individual students. From systematic observations of specific behavior, the teacher/counselor can respond more facilitatively in an attempt to improve the relationship with the student, and consequently, the problem behavior.

If your workshop sessions are arranged so that participants would have time to complete the following Behavior Observation Record Worksheet between sessions, it may be used as an optional activity, to follow Exercise 33.

The following worksheet provides you with a convenient form for recording behavior observations during implementation of human relations activities in your classroom.

RECORD OF BEHAVIOR OBSERVATIONS

Dates	# of occurences observed			
	Behavior 1	Behavior 2	Behavior 3	Behavior 4
Baseline Data Day 1 2 3 4 5				
Facilitative Attention Day 6 7 8 9 10				
Day 11 12 13 14 15				
Behavior Change Record Day 16 17 18 19 20				

D. SYSTEM SUPPORT SERVICE
HUMAN RELATIONS COMMITTEE

A Human Relations Committee can be extremely helpful in developing human relations programs for your school. Forming a committee will help reduce the burden on the career-guidance team, will allow more people to become involved in organizing human relations experiences, and will help stimulate continued growth in this area. In effect, the committee will function as a special task force of the career guidance team.

GUIDELINES

1. The committee's membership might include students, faculty, staff, and administrators. Students should not be greatly outnumbered since this might decrease the impact, quality, and quantity of their input. And, entire group membership should not exceed ten because smaller groups involve more individual participation.

2. People who have participated in previous human relations training such as that provided in this module and those who are enthusiastic about the subject would make valuable committee members.

3. Volunteers for the committee may be solicited with bulletin board notices, class announcements, special invitations, or school-wide publicity.

4. The committee needs to meet on a regular basis, perhaps monthly or bi-monthly.

5. The committee might be charged with the following responsibilities:

   a. to increase the awareness in school, parents, and the community of human relations and human relations activities that occur within the school.

b. to coordinate and direct the human relations center through the student coordinator of the center.

c. to ascertain continually the human relations needs of the school population and the parents. This might be assessed through interviews, questionnaires, or requests for suggestions.

d. to evaluate existing human relations programs. This might be completed using pre- and post-test questionnaires or measures of behavior change, post-experience evaluation questionnaires, or written or verbal requests for feedback. Evaluation proceedures can be found in Human Relations Development - A Manual for Educators by George Gazda, et. al. (1973) and the accompanying Instructors Manual.

e. to plan human relations events which will fulfill the school's diagnosed (see item c above) and assumed human relations needs.

f. to encourage and implement further training of the kind presented in this module.

Hopefully, this committee will have a significant impact on the life of the school and its schools. Yet, the impact of such a standing committee is determined primarily by the active involvement and participation of each member. The following application segment of this module is designed to aid you in creating a system that facilitates such participation.

EXERCISE 34

Purpose: To develop an experimental basis of knowledge from which participants can develop local environmental assessment questionnaire.

Acitivity: Read each statement on the Georgia Career Guidance Program Needs Survey. When you determine that a particular item is "not adequately provided" by your school, you should circle the number of that item on this answer sheet. Your workshop leader will give you instructions for scoring the survey when you have finished.

1.	11.	21.	31.
2.	12.	22.	32.
3.	13.	23.	33.
4.	14.	24.	34.
5.	15.	25.	35.
6.	16.	26.	36.
7.	17.	27.	37.
8.	18.	28.	38.
9.	19.	29.	39.
10.	20.	30.	40.

GEORGIA CAREER GUIDANCE
PROGRAM NEEDS SURVEY

Our School Should:

1. Allow students to participate in more activities outside of class and outside the school setting

2. Offer group guidance courses on learning skills development in such areas as study habits, reading, test taking, writing and speaking

3. Provide students with more opportunities to share in decisions that affect them and their learning programs

4. Provide students with more opportunities to help each other learn, including tutoring and peer counseling

5. Make course work relevant to current events and daily living concerns

6. Allow students to become more involved in choosing curriculum and classroom goals (knowledge, skills and attitudes to be achieved)

7. Offer more short term (mini course) instruction dealing with topics of special interest

8. Allow students to have more freedom to choose the courses they want

9. Offer group guidance courses on the development of interpersonal relationships with peers, members of the opposite sex, parents and adults

10. Allow students to have more opportunities for independent study

11. Allow students to have more access to personal records as test scores, grades, and school activities information

12. Provide actual on-the-job experience so that students know what it is like to be in the daily work environment

13. Provide students with help in developing their own career experience record--a long term logging of their activities and accomplishments

14. Have an advisor (teacher or counselor) help students identify courses and experiences relevant to their future career plans

15. Have a guidance staff member designated to be responsible for attending to the individual development of each student

16. Provide opportunities for students to visit with people employed in their high interest areas

17. Provide opportunities for students to visit with people whose life styles seem appealing to them

18. Provide an advisor (teacher or counselor) who is thoroughly acquainted with each student's needs and on-going activities

19. Provide opportunities for students to do an in-depth exploration of careers which relate to their interests and their abilities

20. Provide opportunities for students to engage in community service activities that relate to their interests and concerns

21. Have guidance staff available to talk with students about their abilities and academic achievement

22. Have guidance staff available to talk with students about relations with the opposite sex

23. Provide opportunities for student rap sessions (open group discussion) about common concerns and issues

24. Have guidance staff available to talk with students about relationships with teachers

25. Have guidance staff available to talk with students about getting along with members of differing racial and ethnic groups

26. Insure that there is a guidance staff member in the school who is always available to students when they want to talk

27. Provide a place where students can get information about careers and have guidance staff available to discuss the information with them if they so desire

28. Have guidance staff available to talk with students about school rules, regulations and procedures

29. Have guidance staff available to talk with students about their concerns related to being "in" or "out" of social group

30. Have guidance staff available to talk with students about relationships with parents

31. Provide more help for students in finding part-time or summer work

32. Encourage a more cooperative school atmosphere and develop greater school provide

33. Allow students more opportunities to know faculty personally and to work with them outside the classroom

34. Provide better orientation experiences for each student as they enter a new school level, e.g. entering Senior High School

35. Allow students to participate in the forming of rules and regulations concerning student behavior

36. Encourage faculty to become more interested in the students' point of view

37. Provide students with more help in finding employment when they leave school

38. Offer group guidance sessions for parents to help them understand and communicate with youth

39. Encourage faculty to be more sensitive to students' academic pressures

40. Involve parents more actively in students' career planning

EXERCISE 34

Leader Notes:

1. Administer the Georgia Career Guidance Program Needs Survey.
2. Collect all survey answer sheets and tally the number of times each item was circled by the group.
3. Post the tally on newsprint or chalk board for all to see and ask the group to notice which statements received the highest number of responses. The fewest responses.
4. Note the rank order and identify any areas of commonality, where items seem to relate to the same need areas; i.e. for personalized attention.
5. Allow a few minutes for discussion of these items.

Tell the participants that after experiencing the Georgia Career Guidance Program Needs Survey they probably have a better idea of the types of items which need to be included on a questionnaire for eliciting school personnel opinion on human relations needs within a particular school. (move into Exercise 35)

EXERCISE 35

Purpose: To devise a questionnaire which will elicit school personnel opinion on human relations needs within that school.

Activity: In small groups, design a questionnaire to be administered within an individul school. In completing this, you might want to consider:

1. Who will complete the questionnaire--faculty, administrators, students, support staff?
2. Who will compile the questionnaire results?
3. Will the results of the questionnaire be publicized within the school?
4. What role will students play in the final design, distribution, collection and compilation of the form?

In designing your questionnaire, keep your target population in mind and consider the attitudes and needs you will attempt to assess. After you have formulated your questions, a group discussion will allow you to discuss alternative question formats.

EXERCISE 35

If small groups experience difficulty with the task, urge them to compare notes and suggestions with other groups. Each individual may want to compile a separate questionnaire even if he or she works with another. Sample questions you might suggest include:

1. Do you see a need for a human relations center? a human relations program?
2. Would you like to participate in a human relations training program?
3. How can you integrate human relations skills in your classroom/counseling setting?
4. Would you be interested in teaching a unit on human relations training program?
5. What skills, time, or services would you volunteer to a human relations training program?

The discussion to follow this exercise should focus on:

1. Question formulation.
2. Mechanics of distributing and compiling the material.
3. What to do with the information gained from such a study.
4. How to turn question responses into a human relations center/program design.

E. OPTIONAL CLOSURE EXERCISES

The following two exercises are optional activities which can provide closure for your Human Relations Workshop. You may decide to have participants complete only Optional Exercise A, Needs Assessment and Goal Setting, both Optional Exercises A and B, or neither exercise. Optional Exercise B, Implementation Strategies, will be most effective if preceeded by Optional Exercise A. If, after reading these two exercises, you decide to use them in your workshop, you can guide participants through Exercise A, following the directions as listed. If you decide to use Exercise B also, you will need to reproduce it in sufficient quantities for the participants, as neither of these exercises appear in the participants' manual.

EXERCISE A

NEEDS ASSESSMENT AND GOAL SETTING

Objective: To isolate one or two human relations programs that will help fulfill your school's most pressing unserviced or poorly serviced human relations needs and be at the same time acceptable to the school's administration.

GROUP SIZE

Divide participants into small groups of four or five. Try to keep the groups as heterogeneous as possible as to age, sex, subject area, etc.

SUPPLIES

Each participant will need a pen and a piece of paper and a copy of the Georgia Career Guidance Card Sort results, especially in the area of the Interpersonal Effectiveness Domain. Each group will also need a magic marker, a couple of large sheets of paper, and some adhesive tape.

INSTRUCTIONS

Try to find a quiet comfortable place for the groups to meet.

Step I: Provide time for each of the participants to familiarize themselves with the results of the local administration of the card sort. Using the card sort results, personal experience, and any other pertinent information, tell participants to individually list the services already existing in their schools which adequately fulfill the human relations needs of students and/or teachers,

parents, administrators, staff, etc. Some examples of possible services are: personal counseling services, courses or experiences in psychological education, an ombudsman system, student peer advisement and/or peer counseling, assertive training activities, tutoring aide program, staff development in human relations etc. (suggested time 10 min.)

Step II: When all have completed their lists, ask them to share their results with the large group (suggested time 5-10 min.)

Step III: Now ask participants to take a minute to individually list ways in which the human relations services of their schools can be augmented or improved. Ask small groups to list on one of the large sheets of paper or on a chalk board all the ways in which the human relations services of their schools can be improved. Encourage creativity and imagination and tell participants not to dismiss any suggestions because they seem inappropriate, wrong, foolish, or unfeasable. Put down all ideas. (Suggested time 10 min.)

Step IV: As a group, participants will now isolate the four or five most important and/or most feasable of the methods listed in Step III. They should list these on a clean sheet of large paper using the magic marker.

Step V: Call all groups together.

Step VI: Participants will tape their lists from Step IV on the wall so the other groups can share what they decide.

Step VII: After familiarizing themselves with the other group's list participants will select and rank three or four suggestions from all the lists which seem to be most important. Attempt to reach a group consensus (at least a rough one).

Step VIII: Now have participants rank the three or four "most important" suggestions in order of acceptability to the school's administration. Again, a consensus is desirable.

Participants now have three or four suggestions for the improvement of human relations services in their schools which combine both need fulfillment and administrative acceptability.

EXERCISE B

IMPLEMENTATION STRATEGIES

Through the Needs Assessment and Goal Setting Exercise you have isolated one or two programs that will satisfy some of the human relations needs of your school. The next step to consider is a strategy that will ensure or, at least, increase the liklihood of the acceptance of your proposed programs by the administration. This is crucial since failure at this stage means the failure of any organized change in your school.

Step I: Develop or obtain a copy of your school's organizational chart. Fill in the names of the people holding the positions designated on the chart.

Step II: On a separate sheet outline the actual organizational steps you will need to follow to gain approval for your proposal.

Step III: There are often people who hold informal decision making power in organizations. For example, Mr. X is the Vice Principal of Academic Affairs and Mrs. Y is the Chairperson of English and a twenty-year veteran of the school. Although Mr. X makes all the decisions, you have noticed that the decisions Mrs. Y strongly opposses rarely get accepted or approved. Mrs. Y has informal decision making power.

It is important to decide if the official organizational chart is representative of the actual decision making process, i.e., are there any people who will be exercising informal decision making power (like Mrs. Y) over your proposal? If not then proceed to Step VI. If you are unsure or feel people with informal power will be affecting the acceptance of your proposal, proceed to Step IV.

Step IV. The best way to ascertain who, if anyone, holds informal decision making power is to ask your colleagues. If each of you picks an area to canvass, e.g., business and commerce, vocational foreign languages and English, etc., you will be sure of reaching all the areas of the school.

Casually in conversation with your colleagues, try to ascertain who they feel actually makes the decisions in both their department and the school. You need not canvass everyone; just a few people who you feel would know the answers and with whom you feel comfortable.

Share your perceptions with your group members and compare your findings with the organizational chart. You will now be able to decide confidently whether or not the organizational chart accurately represents the actual decision making power structure of the school. If it is not representative you will know how it deviates.

Step V: On a separate sheet outline the actual organizational and "people" steps you will need to follow to gain approval for your proposal.

Step VI: It is now important to decide who will support your proposal, who will oppose it, who will be neutral towards it, and who is an unknown quantity. On the step chart for approval (Step II or V), put a (+) sign beside those names you feel support your proposal, put a (-) sign beside those you feel are opposed, put an (X) sign beside those you feel are neutral or undecided, and a (?) beside those whose views are unknown.

Step VII: It is important to keep the people who support your proposals both informed and involved. Keeping them informed avoids their being surprised by developments and hurt because they were not informed or included in any way. The better informed they are the more support they will be able to give you.

Keeping your supporters involved increases their feelings of commitment to the project. Their feedback and ideas can be invaluable in helping you to both prepare and present the proposal.

There are a number of methods to help you keep your support group both informed and involved. The best method is to assign each of you a supporter to personally contact regularly. This assignment process ensures that all your supporters are contacted and contacted regularly.

You may also wish to send them minutes of your meetings, ask them to critique your proposals, invite them to a particular meeting or to all meetings, ask them for suggestions, et cetera.

Step VIII: It is important to keep the people whom you feel will oppose your proposal well informed and involved. An informed and involved opposition is a less defensive opposition. The methods outlined in paragraphs three and four of Step VII are appropriate for your opposition will be invaluable in helping you to strengthen your proposal.

Step IX: Again the methods outlined in Step VII are useful in keeping the people whom you perceive to be neutral towards your proposal informed and involved. This will, at worst, keep them neutral and at best, they may become more sympathetic and supportive.

Step X: It is important to ascertain how the people you designated with a (?) feel about your proposal. You can keep them informed and involved and use their thoughts, feelings, and suggestions to strengthen your proposal. The methods outlined in Step VII are also applicable to this group.

Step XI: It is now time to prepare the proposal you will present to the administration (the people outlined in Step II or Step V.) The proposal is the rational, outline, and steps for implementation, for the human relations program you isolated in the Needs Assessment and Goal Setting Exercise.

Using the needs which you isolated as being high in both importance and acceptability; use the following checklist as a guide to developing your proposal.

1. "What is human relations training?" This question is asked by many people and requires a clear, concise answer. Reference to the knowledge section of this module or to Human Relations Development - A Manual for Educators, by Gazda, et al., (1973) should adequately help you answer this question. A word of caution is in order. Try to define human relations training as simply as possible in language everyone understands.

2. "Why do it?" The next question people often ask is "OK, now that we know what human relations training is, why do it?", and, more specifically, "Why do it in our school?" The answer to the first question "Why do it?" can be quickly and simply answered by referring to the knowledge section of this module to Gazda, et al. (1973) and to the Interpersonal

Skills section of the National Assessment of Educational Progress, General Year Book, (Dec. 1974). Select two or three research findings that support your particular proposal.

The answer to "Why do it in our school?" can be answered by referring back to the card sort results, and any data you may have on diagnosed school needs that are supportive of your proposal and the results of the Needs Assessment and Goal Setting Exercise.

Next, outline specifically how your proposed program will satisfy the needs it is designed to satisfy. One method of accomplishing this is to list all the benefits you feel the school will derive from your proposed human relations program.

3. The next question often asked is "OK, how do we go about setting up the program?" You will find it helpful to outline exactly what the proposed program involves.

   Give a definition of the program, i.e., rap room, course, mini-course, human relations center, "buddy" system, et cetera. Briefly outline the content and/or activities involved. Briefly outline the duties and qualifications of the leader-instructor or co-ordinator-supervisor. List the proposed people for the job. Briefly outline the target population. Briefly outline any plans or ideas for expanding or changing the program as it develops and proves successful.

   In response to the second part of the question, "How much will it cost?," it will be useful to refer to the following concerns. What is the school's time commitment in terms of staff time (when and how long), room occupancy time (when, where, and how long) and participant time by the students, faculty, parents, etc. (when, where, and how long)? How much money will be needed for salaries, supplies, publicity, rentals and equipment, travel, et cetera? Will there be any revenue and, if so, where will it go? Will the instructor need further training, and if so, when, where, how much will it cost, and who will pay for it?

4. The proposal should also include your proposed methodology for evaluating the program. This is important not only for the school but will assist you in improving the program in light of the feedback.

Step XII: Before you actually present your proposal to the administration, you may want to check it and see just how acceptable it really is. The following simulation will help you both check and improve your proposal.

1. From the people you isolated as opposed to your proposal, isolate the person or persons about whom you are most concerned.

2. From your group and/or your group of supporters choose a person or persons to play the role(s) of the person(s) about whom you are most concerned.

3. Set the stage for the simulation by arranging the furniture in the room to resemble as closely as possible the furniture in the room in which you will present your proposal (his/her office, your office, board room, meeting room, etc.).

4. Choose the members of your group who will eventually present the proposal. The remainder of the group are observers.

5. To get the maximum effect of the simulation it is necessary for all the players to act as they naturally would in this situation. Set up the simulation as it will actually occur. Begin the simulation in the same manner as the presenters feel they will eventually present their present proposal. Again a caution - be as real and natural as possible.

6. Observers, watch the simulation carefully and make note of what you think was helpful and not helpful in the method of presentation of the proposal as well as how you think the proposal can be improved, both from your own reactions and the role-played opposers.

7. Discuss the simulation and give observers, presenters, and opposers all a chance to comment on what they liked or about what they felt uncomfortable.

8. Try to glean from the discussion a consensus of what needs to be changed and how it needs to be changed to strengthen the proposal.

9. Using the suggestions from Item 8, make any necessary changes to the proposal.

Your proposal should now be ready for presentation. You may want to release a preliminary copy of all concerned and ask for comments and once again revise your proposal. This has the aforementioned advantages of keeping everyone informed and involved as well as allowing you to strengthen your proposal.

THE LAST WORD

You have now completed an introductory module on Human Relations. Hopefully, as a result of your experiences during the training sessions, you now feel better prepared to incorporate Human Relations concepts into your school through your relationships with students, teachers and administrators. The materials in the package were designed simply to introduce you to Human Relations Training, and are not to be considered a comprehensive coverage of this field.

Included in this module is a list of references which will provide you with a more in-depth study of the areas of Human Relations you desire to pursue. Many other publications are also available through your public or professional library or possibly through your school counselor.

> By emphasizing Human Relations Training in our schools, we are teaching that human relationships are important in our society. The degree to which we help students maximize their interpersonal effectiveness is, perhaps, of commensurate importance to maximizing their intellectual/cognitive effectiveness.

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